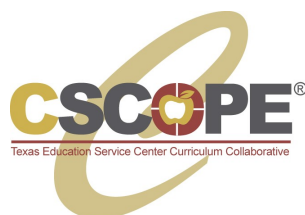


## The Language of Poetry



### Lesson Preparation

Daily Lesson 3	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1B	E1.1E	E1.1B E1.Fig19B E1.3A E1.26A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Understanding new words, concepts, and relationships enhances comprehension and oral and written communication.</li> <li>— How does understanding the denotative and connotative meanings of words help increase understanding?</li> </ul>		<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— How does a poet's use of literary techniques affect his or her message?</li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Denotation</li> <li>Connotation</li> </ul>		<ul style="list-style-type: none"> <li>Diction</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Vocabulary Notebook (1 per student)</li> <li>Poetry selection from Reading (class set)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Poem of choice (class set)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Using a section from the poem selected for Reading, identify words that may be unfamiliar to students. Select enough words for groups of 3–4. Choose one to use to <b>Think Aloud</b> how to determine meaning from context.</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>For this <b>Instructional Routine</b>, choose section(s) from the selected poem that exhibit strong examples of diction.</li> <li>Modify a short section of the poem, changing the poet's original word choice by substituting words that create either a more positive or negative impact on the poem's message.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins."</i>			

Daily Lesson 3	WORD STUDY	READING
Teacher Notes		

## Instructional Routines

Daily Lesson 3	WORD STUDY	READING
<b>Duration and Objective</b>	Suggested Duration: 10-15 min.  <u>Content Objective:</u> Students distinguish between the denotative and connotative meaning of unfamiliar words based on context.	Suggested Duration: 40-45 min.  <u>Content Objective:</u> Students identify and analyze diction and imagery in poetry.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>Review with students the definition of <i>denotative</i> and <i>connotative</i> meanings of words.</li> <li>Display the pre-selected word, along with the context of the poem. <b>Think Aloud</b> to determine the meaning of the unfamiliar word based on its context.</li> <li>Ask: <b>Does the poet use this word based on its denotative or connotative meaning?</b> Discuss responses.</li> <li>Divide students into groups and assign each group a word to examine.</li> </ol>	<ol style="list-style-type: none"> <li>Display and discuss the quotation from Mark Twain: “<i>The difference between the right word and the almost right word is the difference between lightning and a lightning bug</i>”. Lead a discussion on the importance of word choice in conveying meaning, particularly as it applies to poetry.</li> <li>Remind students of the importance of distinguishing between the denotative or connotative meanings of words from Word Study instruction.</li> <li>Display and read the modified poem and the original version. Ask: <b>How did changing the poet’s words affect the poem’s message?</b> Discuss responses.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>In small groups, students examine an unfamiliar word to distinguish between the denotative or connotative meaning as used in context. Students record the information in the Vocabulary Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>In <b>Collaborative Groups</b>, students read and analyze diction in selected poetry.</li> <li>Students work together to change the poet’s original word choice by substituting words to create either a more positive or negative impact on the poem’s message.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Each group shares their word with the class. Add the words to the class Word Wall as appropriate.</li> <li>Ask: <b>How does distinguishing between the denotative and connotative meanings of words help the reader understand the author’s purpose?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>Groups share their modified poems and explain the effects of diction on a poet’s message.</li> </ol>